



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1969 Detroit, Kingman, AZ 86401

Kingman Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Jerry Arave  
Schedule : 07:00 AM to 05:00 PM  
Grades : 7-8  
Web Address : [www.kusd.org/kjhs/](http://www.kusd.org/kjhs/)  
Phone Number : (928) 753-3588  
Fax Number : (928) 753-1336  
E-mail : [jarave@kusd.org](mailto:jarave@kusd.org)

### Mission

The staff at Kingman Junior High School is dedicated to the goal of achieving excellence in education. Through a spirit of accommodation and cooperation students will be able to take their place as productive citizens in the school and community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Kingman Junior High School will increase attendance for the after school tutoring program. Students may be assigned to tutoring if they are exhibiting low classroom performance.
- ü Kingman Junior High School will increase student attendance/reduce tardies. The points system and other procedures have been put in place to ensure students are accountable for tardies and absences.
- ü Students who are struggling academically at KJHS will receive additional assistance by substituting a study hall in place of an elective. This should help the student in any core academic area where he/she may be struggling.
- ü Kingman Junior High School has instituted a behavior contract system in order to help students who struggle academically because of their behavior. Parents and teachers will meet in order to outline goals/consequences for students with 6 referrals.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1017  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 10

## Instructional Programs

- Ü Title I Language Arts
- Ü Alternative Education
- Ü Gifted
- Ü School-to-Work
- Ü On-site Special Education
- Ü After School Tutoring
- Ü Technology-based Learning
- Ü ESL/Bilingual Instruction

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 2 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

## Shared Responsibilities

### School

KJHS is committed to teaching the Arizona state standards and providing students with the tools that will allow them to be successful. KJHS will provide a safe and secure learning environment for both students and staff. KJHS strives to maintain effective communication with parents and the community through the use of the media, an updated web site, and phone service. Each student has been provided with a school planner and handbook in order to help them become more organized and informed.

### Parents

The KJHS student planner/handbook contains rules, guidelines and procedures of which the parents are expected to be aware and uphold. Parents need to check the planner daily for information regarding academic progress etc. Parents should have their children to school on time, provide proper clothing and nourishment, and ensure good attendance. Teachers will contact parents when needed, but parents should make every effort to contact school with concerns.

## Transportation Policy

Students are bused if they live more than one mile away from the school. Students being transported are under the authority of the bus driver and shall observe established and appropriate standards. Activity buses are available on Mondays and Wednesdays for students who are in clubs or are receiving tutoring services.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 5-Star School-to-Work	2000
Ü Andy Devine Teacher of the Year	2004
Ü AZ Middle School Math and Science Initiative	2002
Ü NAEP Test Participant	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	486	590	78546	94	95	97	521	519	543	22	23	15	25	26	18	48	47	52	4	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	293	38645	95	96	98	524	522	545	20	21	13	24	25	18	52	51	54	4	3	15
Male	245	297	39792	94	94	97	518	517	542	25	25	17	27	26	17	44	44	50	4	4	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	71	86	31177	91	92	97	507	505	524	34	35	22	24	26	23	39	37	48	3	2	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	11	4689	NC	92	95	NC	510	515	NC	27	28	NC	27	25	NC	36	43	NC	9	4
White	393	480	36450	95	95	97	523	522	563	20	21	7	26	26	12	50	49	57	4	4	23
Students with Disabilities	52	72	8093	72	75	82	471	471	489	69	68	50	25	24	24	4	7	23	2	1	2
Students without Disabilities	434	518	70453	98	98	100	527	526	549	17	17	11	25	26	17	53	53	56	5	4	16
Limited English Proficient Students	10	14	9323	91	93	94	NA	465	491	NA	71	47	NA	21	28	NA	7	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	235	296	34694	93	93	96	511	509	524	28	29	23	30	30	23	39	39	48	3	2	7
Non-Economically Disadvantaged	251	294	43852	96	97	99	531	530	559	17	17	10	21	21	13	57	56	56	6	6	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	493	593	79045	96	95	98	502	501	512	9	10	10	33	32	25	55	55	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	245	296	38860	97	97	98	511	509	519	4	5	7	27	27	22	66	66	62	2	2	8
Male	248	297	40075	95	94	97	493	493	505	13	14	12	39	37	28	45	44	54	3	4	6
African American	10	10	4250	100	100	98	NA	NA	500	NA	NA	12	NA	NA	31	NA	NA	54	NA	NA	3
Hispanic	73	88	31314	94	95	98	486	485	493	18	19	16	41	40	34	38	39	48	3	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	10	4719	NC	83	96	NC	NA	489	NC	NA	15	NC	NA	39	NC	NA	45	NC	NA	2
White	397	481	36730	96	96	98	503	503	532	8	8	4	31	31	16	59	58	68	3	3	12
Students with Disabilities	59	75	8552	82	78	87	455	456	463	27	28	35	63	60	40	10	12	23	NA	NA	1
Students without Disabilities	434	518	70493	98	98	100	508	507	517	6	7	7	29	28	24	62	61	62	3	3	8
Limited English Proficient Students	10	14	9355	91	93	95	NA	443	456	NA	57	37	NA	43	48	NA	NA	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	237	294	34922	94	92	96	493	492	493	13	14	15	37	36	34	48	48	48	2	2	3
Non-Economically Disadvantaged	256	299	44123	98	98	99	510	510	527	5	6	6	29	28	18	62	62	66	4	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	500	601	79657	97	97	99	544	545	566	6	5	3	15	14	8	78	79	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	249	301	39120	98	99	99	566	565	580	3	2	2	8	9	4	88	88	92	1	1	2
Male	251	300	40423	96	95	98	523	525	553	9	9	5	22	20	12	69	71	83	1	1	1
African American	10	10	4290	100	100	99	NA	NA	560	NA	NA	4	NA	NA	9	NA	NA	86	NA	NA	1
Hispanic	75	90	31642	96	97	99	528	530	552	8	8	5	16	16	11	76	77	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	10	12	4760	100	100	97	NA	559	547	NA	NA	5	NA	17	14	NA	75	81	NA	8	0
White	401	485	36929	97	96	99	546	546	579	6	5	2	15	14	5	79	80	91	1	1	2
Students with Disabilities	63	82	9069	88	85	92	471	471	508	22	21	11	38	39	30	40	40	58	NA	NA	1
Students without Disabilities	437	519	70588	99	99	100	555	556	573	3	3	2	11	10	5	84	86	91	1	1	1
Limited English Proficient Students	10	14	9521	91	93	96	NA	459	507	NA	29	13	NA	29	24	NA	43	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	244	303	35341	96	95	97	532	534	551	9	8	5	18	17	12	73	75	83	0	0	0
Non-Economically Disadvantaged	256	298	44316	98	98	100	557	556	578	3	3	2	12	11	5	83	84	90	2	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	451	541	78400	94	95	97	530	529	554	34	34	21	25	25	19	37	37	47	4	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	229	277	38686	96	97	98	538	536	554	27	27	20	26	26	20	41	41	49	6	5	12
Male	222	264	39636	92	92	96	522	522	554	41	41	23	23	24	18	33	32	46	3	3	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	78	92	30732	93	94	97	518	517	534	45	45	31	23	25	24	28	27	40	4	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	13	13	4536	100	100	95	494	494	528	62	62	35	31	31	25	8	8	37	NA	NA	4
White	355	429	37038	94	95	97	533	532	575	31	31	11	25	25	14	40	40	56	4	4	19
Students with Disabilities	61	85	7840	74	80	81	481	489	498	79	72	60	10	13	18	11	14	20	NA	1	2
Students without Disabilities	390	456	70560	98	98	99	537	536	560	27	27	17	27	28	19	41	41	50	5	5	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	176	224	33014	92	92	95	520	521	534	44	43	31	23	23	24	30	31	40	3	4	5
Non-Economically Disadvantaged	275	317	45386	95	97	99	537	535	569	28	27	15	25	27	15	42	41	52	5	4	18

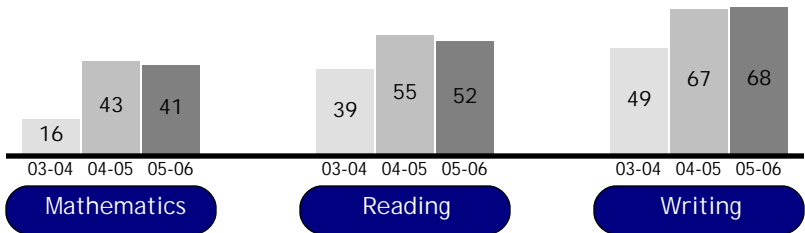
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	465	552	79179	97	97	98	501	501	519	14	16	11	34	32	27	51	52	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	279	38974	97	98	99	513	511	524	9	11	8	29	27	25	61	60	61	1	1	5
Male	232	273	40124	96	95	97	490	491	513	20	20	13	38	37	28	41	43	54	0	0	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	80	93	30987	95	95	98	493	493	498	20	17	17	35	39	36	44	43	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	12	12	4573	92	92	96	468	468	494	33	33	16	42	42	41	25	25	42	NA	NA	1
White	366	438	37467	97	97	98	504	503	539	13	15	5	33	31	17	53	53	70	1	1	8
Students with Disabilities	73	94	8567	89	89	88	451	454	467	47	47	39	40	37	38	14	16	22	NA	NA	1
Students without Disabilities	392	458	70612	98	98	99	510	510	524	8	9	7	32	31	25	58	59	62	1	1	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	187	233	33345	97	96	96	488	490	499	22	22	17	36	34	36	42	44	46	NA	0	1
Non-Economically Disadvantaged	278	319	45834	97	97	99	510	509	533	9	11	7	32	30	19	58	57	67	1	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	472	563	79734	98	99	99	532	530	554	5	6	3	27	28	19	68	67	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	235	283	39243	98	99	99	557	552	568	3	4	2	13	13	12	85	83	85	NA	NA	1
Male	237	280	40413	98	98	98	507	507	541	8	8	4	42	42	26	51	50	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	81	95	31254	96	97	99	522	521	539	10	9	5	30	32	25	60	59	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	13	13	4613	100	100	97	508	508	535	8	8	4	54	54	29	38	38	67	NA	NA	0
White	371	446	37668	99	99	99	535	533	569	4	5	1	26	26	13	70	69	85	NA	NA	1
Students with Disabilities	77	102	8943	94	96	92	461	458	495	16	18	11	68	65	51	17	18	38	NA	NA	1
Students without Disabilities	395	461	70791	99	99	100	545	545	561	3	3	2	19	20	15	77	77	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	189	239	33718	98	98	97	514	516	538	9	8	5	34	34	26	57	58	69	NA	NA	0
Non-Economically Disadvantaged	283	324	46016	98	99	100	544	540	567	2	4	2	23	23	14	75	73	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	48	NA	54	98	49	46	50	98	46	46	54
	Language	98	52	48	58	98	52	48	52	99	50	50	58
	Mathematics	98	51	48	62	98	46	44	50	96	43	41	54
8	Reading	98	51	NA	55	96	46	45	51	96	48	48	58
	Language	98	44	42	52	96	45	44	50	97	43	41	56
	Mathematics	98	55	52	61	95	44	42	53	94	44	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Kingman Junior High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Improvement
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Positive School Climate

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	49.00
Other Professional Staff	6.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	1	0
4 to 6 years	6	0	0	0
7 to 9 years	3	1	0	0
10 or more years	12	12	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	161
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	13%

## Resources Available at School Site

### Special Facilities

- Ü Three Computer Labs with Internet Access
- Ü Library and 2 gyms
- Ü CAD Lab
- Ü Alternative School

### Extracurricular Activities

- Ü Astro Camp & Sea Camp
- Ü Art Club
- Ü Critter Club (Science Club)
- Ü Student Council
- Ü Extracurricular Athletics - 11 teams
- Ü Chess Club
- Ü Theatrical/Musical Productions (Drama)
- Ü Yearbook and School Newspaper

### Social Services

- Ü Parenting Assistance
- Ü Counseling Services/Peer Mediation
- Ü Crisis Intervention
- Ü Health Services



## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü AIMS/TERRA NOVA scores increased overall from 52% to 58% in 7th grade Language and from 44% to 48% in 8th grade Language.
- ü 7th grade reading scores on the AIMS/TERRA NOVA increased from 48% to 53%.
- ü A 'point system' has been put in place to make students more accountable for academic achievement, attendance, and behavior. Students may be retained if they do not meet the point total criteria.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	76	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Three administrators are on duty to enforce strict supervision of students at all times. Two School Resource Officers are involved with safety instruction and helping with supervision. Every fight that occurs on campus as well as each incidence where a threat is involved, students are referred to the SRO'S on staff. We have also implemented an Emergency Evacuation Plan with the aid of or SRO's.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

112

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Teresa Marino	(928) 753-3588
Transportation Policy	Dave Brown	(928) 753-5928
Community Resources	Betsy Parker	(928) 753-5678
School Nutrition Programs	Karma Jones	(928) 753-1919
Parent Organization	none	(928) 753-3588
Student Health/Nurse	Michelle Ross	(928) 753-3588

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.